

KENTUCKY STANDARD for WORLD LANGUAGE PROFICIENCY

STANDARD: Every learner will use a world language, in addition to English, to engage in meaningful, intercultural communication, understand and interpret the spoken and written language, and present information, concepts and ideas in local and global communities. Through learning the language, they will gain an understanding of the perspectives of other cultures and compare the language and cultures learned with their own.

Core Competencies

| Language Competencies | Intercultural Competencies* |
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| 1: Interpretive Listening and Reading I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics. 2: Interpersonal Communication I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context. 3: Presentational Speaking and Writing I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context. | 4: Investigation I can use my language skills to investigate the world beyond my immediate environment. 5: Perspective I can recognize and understand my own and others' ways of thinking. 6: Action I can use my language skills and cultural understanding to improve my world. <i>* Research suggests that growth in intercultural competencies is best charted through personal reflections and not delineated on a vertical proficiency scale.</i> |

Core Performance Skills: Beginning – Novice Mid

| Interpretive Listening | Interpretive Reading | Interpersonal Communication | Presentational Speaking | Presentational Writing |
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| Learner Benchmark 1.NM.L I can understand some everyday words, phrases and questions about me, my personal experiences, and my surroundings. | Learner Benchmark 1.NM.R I can understand familiar words, phrases, and simple sentences. | Learner Benchmark 2.NM.IC I can interact with help, using words, phrases and memorized expressions. I can answer simple questions on very familiar topics. | Learner Benchmark 3.NM.PS I can provide basic information about myself and my immediate surroundings, using words and phrases, and memorized expressions. | Learner Benchmark 3.NM.PW I can provide some basic information on familiar topics in lists, phrases, often using memorized expressions. |
| Learning Indicators 1.NM.L.1 I can understand simple words and phrases about daily activities. Sample Learning Targets <ul style="list-style-type: none"> I can understand when someone describes his/her school schedule. I can understand when someone describes his/her daily routine. 1.NM.L.2 I can understand some words and phrases in simple messages and | Learning Indicators 1.NM.R.1 I can read simple information Sample Learning Targets <ul style="list-style-type: none"> I can read about a family. I can read about food. I can understand simple written messages in the classroom or workplace. I can follow simple written directions. 1.NM.R.2 I can understand short, simple descriptions, especially if there are pictures or graphs. Sample Learning Targets | Learning Indicators 2.NM.IC.1 I can introduce myself and others using basic culturally appropriate greetings. Sample Learning Targets <ul style="list-style-type: none"> I can introduce myself and someone else. I can respond appropriately to an introduction using gestures when needed. 2.NM.IC.2 I can ask simple questions and give simple responses. Sample Learning Targets <ul style="list-style-type: none"> I can ask and answer | Learning Indicators 3.NM.PS.1 I can present personal information about myself and others. Sample Learning Targets <ul style="list-style-type: none"> I can state my name, age, and where I am from. I can give my phone number, home address, and email address. I can describe my physical appearance. I can describe my personality. 3.NM.PS.2 I can express my likes | Learning Indicators 3.NM.PW.1 I can fill out a simple form with some basic information. Sample Learning Targets <ul style="list-style-type: none"> I can fill out a form with my name, address, phone number, birth date, and nationality. I can fill out a form for a library card. I can complete and online order |

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| <p>announcements in a familiar setting.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can understand a short audio announcement relating the time and place of a movie or sporting event. I can understand a short announcement relating a change in my school or work schedule. <p>1.NM.L.3 I can understand some simple questions on familiar topics.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can understand when asked how old I am, what my name is, and where I live. I can understand when someone asks me which sports I play, which hobbies I have, or what I like to do in my free time. <p>1.NM.L.4 I can understand some of what people say in a conversation when they are talking about familiar things.</p> | <ul style="list-style-type: none"> I can understand written descriptions about people, places, or things. I can understand written descriptions about things I have learned. <p>1.NM.R.3 I can recognize words on a list of familiar topics.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can identify tasks on a to-do list. I can identify items on a shopping list. I can identify movies or TV programs on a list. I can understand lists related to academic subjects, such as planets, countries, or musical instruments. <p>1.NM.R.4 I can recognize some names, words, characters, and phrases in everyday situations.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can identify words related to school. I can identify words related to home. I can identify words related to people. I can identify words related to the culture of the language I am learning. I can identify words related work. <p>1.NM.R.5 I can understand the purpose of simple reading materials.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can recognize advertisements, brochures, menu lists, schedules, greeting cards, or business cards. I can distinguish a | <p>questions about what I like and dislike.</p> <ul style="list-style-type: none"> I can ask and answer questions about what I am doing. I can answer questions about where I am going. I can say when I am going to do something. I can ask and answer questions about the weather. <p>2.NM.IC.3 I can exchange information about myself, my family and familiar things.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can say my name and ask someone what his/her name is. I can identify the members of my family and ask someone about his/her family with a simple question. I can exchange simple descriptions of what people look like. I can exchange simple descriptions about personality. <p>2.NM.IC.4 I can understand and use numbers in simple situations.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can exchange information that requires counting, such as playing a board game, saying the score of a game or counting the number of people or items. I can ask and understand how much something costs. I can ask and give the time, date, birth date, age, and phone number. <p>2.NM.IC.5 I can exchange information about something I</p> | <p>and dislikes.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can express which sports I like and don't like. I can express my favorite free-time activities and those I don't like. I can state my favorite foods and drinks and those I don't like. <p>3.NM.PS.3 I can list daily activities.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can identify my classes and when they occur. I can state activities and times in my daily schedule. <p>3.NM.PS.4 I can present simple information about something I learned.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can create a presentation including cultural expressions connected with holiday celebrations based on pictures or photos. I can identify the main cities of a specific country. I can identify animals, foods, historical figures, or sports based on pictures or photos. | <p>form.</p> <ul style="list-style-type: none"> I can register for something online. I can fill out a simple schedule. <p>3.NM.PW.2 I can write about myself.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can list my likes and dislikes. I can list my family members. I can list my free-time activities. <p>3.NM.PW.3 I can write lists that help me in my day-to-day life.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can write a to-do list. I can write a shopping list. <p>3.NM.W.4 I can write about something I have learned.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can list the main cities of a specific country. I can write the phrases and memorized expressions connected with holiday wishes and celebrations in a specific country. I can create a list categorizing animals that live in the forest, sea, or desert. |
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| | birthday card from a thank-you card. <ul style="list-style-type: none"> I can identify destinations and major attractions in travel brochures. I can locate places on city maps. | have learned. Sample Learning Targets <ul style="list-style-type: none"> I can tell someone the name of a story I read in school. I can tell someone the time and location of a community event. | | |
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Core Performance Skills: **Beginning – Novice High**– *Basic User Level*

| Interpretive Listening | Interpretive Reading | Interpersonal Communication | Presentational Speaking | Presentational Writing |
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| Learner Benchmark 1.NH.L I can understand some ideas about familiar topics expressed in phrases, simple sentences, and frequently used expressions. I can understand the main idea in short conversations, messages and announcements. | Learner Benchmark 1.NH.R I can understand some ideas from simple texts that contain familiar vocabulary. | Learner Benchmark 2.NH.IC I can exchange information about familiar tasks, topics, and activities. I can handle short social interactions using phrases and simple sentences, but I may need help or visuals to keep the conversation going. | Learner Benchmark 3.NH.PS I can provide basic information on familiar topics using phrases and simple sentences. | Learner Benchmark 3.NH.PW I can write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences. |
| Learning Indicators 1.NH.L.1 I can understand some short conversations or descriptions. Sample Learning Targets <ul style="list-style-type: none"> I can understand short conversations about hobbies and sports. I can understand conversations related to daily life and routine. I can understand short descriptions of people I know. 1.NH.L.2 I can understand some short, simple messages and announcements on familiar topics. Sample Learning Targets <ul style="list-style-type: none"> I can understand an announcement on the | Learning Indicators 1.NH.R.1 I can understand information I need on familiar topics. Sample Learning Targets <ul style="list-style-type: none"> I can understand information from advertisements, brochures, lists, menus, or schedules. I can understand personal notes, emails, or postcards. 1.NH.R.2 I can understand everyday notices in public places. Sample Learning Targets <ul style="list-style-type: none"> I can follow directions and instructions, such as those for using public transportation, making telephone calls, or locating | Learning Indicators 2.NH.IC.1 I can exchange personal information. Sample Learning Targets <ul style="list-style-type: none"> I can ask and express a home address and email address. I can ask and express someone's nationality. I can ask and tell about family members and their characteristics. I can ask and tell about friends, classmates, and teachers. 2.NH.IC.2 I can exchange information about topics I have studied, using texts, graphs or pictures. Sample Learning Targets <ul style="list-style-type: none"> I can ask about and | Learning Indicators 3.NH.PS.1 I can describe aspects of my daily life. Sample Learning Targets <ul style="list-style-type: none"> I can describe my family and friends. I can describe my school. I can describe myself. I can describe my workplace. 3.NH.PS.2 I can describe familiar experiences or events. Sample Learning Targets <ul style="list-style-type: none"> I can describe what I do during the weekend. I can describe what happens at a sports event. I can describe a | Learning Indicators 3.NH.PW.1 I can describe aspects of my daily life. Sample Learning Targets <ul style="list-style-type: none"> I can write a description of my family and friends. I can describe my school. I can write a description of myself. I can write describe my work place. 3.NH.PW.2 I can write a description of a familiar experience or event. Sample Learning Targets <ul style="list-style-type: none"> I can describe what I do during the weekend. I can describe what happens at a sports |

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| <p>school intercom related to school activities.</p> <ul style="list-style-type: none"> I can understand a phone message, such as when and where to meet a friend. I can understand when and where an event will take place, such as a concert or sporting event. I can understand a radio advertisement for products I know. <p>1.NH.L.3 I can understand most directions or instructions in a familiar setting when expressed in short conversations.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can follow directions when a map is provided. I can follow classroom instructions without repetition. <p>1.NH.L.4 I can understand simple stories.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can understand familiar stories that follow a logical order. I can understand a simple story acted out with props and gestures. | <p>parking.</p> <ul style="list-style-type: none"> I can understand words and phrases that are on common public information signs. <p>1.NH.R.3 I can identify some detailed information needed to fill out forms.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can understand school registration forms. I can understand information asked for on an international student identification card. I can understand what is needed on a hotel registration form. <p>1.NH.R.4 I can follow short, written instructions and directions supported by visuals.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can use an ATM machine. I can purchase stamps from a machine. I can make an online purchase. <p>1.NH.R.5 I can understand some ideas on familiar topics in texts, especially when supported by visuals.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can read comics and follow the story line. I can understand short descriptions or reviews in TV or entertainment guides. I can read parts of the newspaper related to my interest and identify some ideas. I can interpret a train | <p>identify familiar things in a picture from a story.</p> <ul style="list-style-type: none"> I can ask about and identify important information about the weather using a map. I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets. I can respond to simple questions about math problems in class using graphs. <p>2.NH.IC.3 I can ask for or give simple directions to go somewhere or do something.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can ask for directions to a place. I can tell someone how to get from one place to another, such as go straight, turn left, or turn right. I can tell someone where something is located, such as next to, across from, or in the middle of. <p>2.NH.IC.4 I can exchange information about what to do, where to go, and when to meet.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can accept or reject an invitation to do something or go somewhere. I can invite and make plans with someone to do something or go somewhere. I can exchange information about where to go, such as to the store, the movie | <p>simple science experiment.</p> <p>3.NH.PS.3 I can present information about others.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can talk about others' likes and dislikes. I can talk about others' free-time activities. I can give biographical information about others. <p>3.NH.PS.4 I can give basic instructions on how to make or do something.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can tell how to prepare something simple to eat. I can give simple directions to a location. <p>3.NH.PS.5 I can present basic information about something I have learned.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can present on cultural information based on pictures or photos. I can present about something I learned at school or in the community. | <p>event.</p> <ul style="list-style-type: none"> I can describe an experiment. <p>3.NH.PW.3 I can write short personal notes.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can write a postcard. I can write a short message. I can write a short announcement. I can write a thank-you note. <p>3.NH.PW.4 I can request information to obtain things I need.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can write a short electronic message asking for information. I can handwrite a short note asking for information. <p>3.NH.PW.5 I can write about something I have learned.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can write about cultural information based on pictures or photos. I can write simple sentences about a historical event I learned in school. |
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| | <p>schedule.</p> <ul style="list-style-type: none"> • I can locate and understand Internet sites related to my interest and indentify some ideas. • I can interpret a population graph. • I can interpret a history timeline. | <p>theatre, a concert, a restaurant, the lab, or when to meet.</p> <p>2.NH.IC.5 I can interact with others using simple language in everyday situations.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can order a meal. • I can make a purchase. • I can buy a ticket. | | |
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Core Performance Skills: **Intermediate-Low**

| Interpretive Listening | Interpretive Reading | Interpersonal Communication | Presentational Speaking | Presentational Writing |
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| Learner Benchmark IL.L I can understand the main idea and some details on familiar topics expressed in sentences, short conversations, presentations, and messages. | Learner Benchmark IL.R I can understand the main idea and some details in texts that contain familiar vocabulary. | Learner Benchmark IL. IC I can begin and carry on a conversation on a limited number of familiar topics. I can ask and answer simple questions and exchange information in familiar situations using phrases and a series of sentences. | Learner Benchmark IL.PS I can provide information on familiar topics using a series of sentences with some details | Learner Benchmark IL. PW I can write on familiar topics and experiences using a series of sentences with some details. |
| Learning Indicators IL.L.1. I can understand the main idea and some details of what I hear in short conversations and oral presentations. Sample Learning Targets <ul style="list-style-type: none"> I can understand conversations about my family, school, or community. I can identify the main idea and some details when listening to an oral presentation about a topic I am learning. IL.L.2. I can understand the main idea and some details in messages and announcements on familiar topics. Sample Learning Targets <ul style="list-style-type: none"> I can understand the main idea and some details announced during a sports event. I can understand announcements about upcoming events, such as a concert. I can understand announcements at the theatre. I can understand | Learning Indicators IL.R.1. I can understand messages in which the writer tells or asks me about familiar topics of interest. Sample Learning Targets <ul style="list-style-type: none"> I can understand what an e-pal is asking about my personal interests or routines. I can understand a note from my friend about our plans. I can understand a letter of acceptance or rejection regarding a job application. IL.R.2. I can find and use information for practical purposes. Sample Learning Targets <ul style="list-style-type: none"> I can read a movie review and understand the plot in order to decide whether or not to see it. I can read a restaurant review to guide my choice. I can read about an upcoming event and decide whether or not to attend. IL.R.3. I can follow directions in | Learning Indicators IL.IC.1. I can have a simple conversation on a limited number of familiar topics. Sample Learning Targets <ul style="list-style-type: none"> I can talk with someone about family or household tasks. I can talk with someone about hobbies and interests. I can talk with someone about school or work. IL.IC.2. I can express my reaction and emotions to others. Sample Learning Targets <ul style="list-style-type: none"> I can express emotions, such as happiness or sadness. I can express reactions in highly familiar situations, such as at a sporting event or concert. I can react to the feelings of others. IL.IC.3. I can exchange information about academic topics familiar to me. Sample Learning Targets <ul style="list-style-type: none"> I can ask questions about factual | Learning Indicators IL.PS.1. I can describe something familiar using a series of sentences. Sample Learning Targets <ul style="list-style-type: none"> I can describe with some details the physical appearance of a friend or family member. I can describe another person's personality. I can describe a school or workplace routine. IL.PS.2. I can express my needs, wants, and plans using a series of sentences with some details. Sample Learning Targets <ul style="list-style-type: none"> I can describe what I need for school or work. I can describe what my plans are for the weekend. I can describe what my summer plans are. I can describe what I plan to do next in my life. IL.PS.3. I can give a series of instructions. | Learning Indicators IL.PW.1. I can describe something I know using a series of sentences with some details. Sample Learning Targets <ul style="list-style-type: none"> I can write a description of another person's appearance or personality. I can describe a school or workplace routine. I can describe a place where I like to spend my time. I can write about something I have learned. IL.PW.2. I can express my opinion on familiar topics using a series of sentences with some details. Sample Learning Targets <ul style="list-style-type: none"> I can write about school or work and what I like or dislike. I can write and opinion about something I learned in school or at work. IL.PW.3. I can compare things using a series of sentences. Sample Learning Targets <ul style="list-style-type: none"> I can write a letter |

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| <p>most instructions especially when supported with visuals and gestures, such as preparing for a flight before takeoff.</p> <p>IL.L.3. I can identify the main idea and some details on familiar topics presented via media.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can understand specific information, such as sports scores and song titles from radio and TV programs. I can understand the basic information in a weather report, such as temperature and precipitation. I can identify the type of film and some details from a movie preview. I can identify main ideas on familiar topics in a newscast. <p>IL.L.4. I can understand more complicated directions and instructions in familiar settings.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can follow complicated directions to a location. I can follow multi-step instructions on how to complete a task, such as cooking, how to complete a homework assignment, or how to play a sport. <p>IL.L.5. I can understand the main idea and some details from oral stories on familiar topics.</p> <p>Sample Learning Targets</p> | <p>more complicated situations.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can follow written directions to do an experiment. I can follow instructions to assemble something. <p>IL.R.4. I can use information from a variety of sources in my studies and work.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can understand information about after-school and job opportunities. I can understand online information to support my coursework or research. I can understand an online course syllabus. | <p>information I have learned relating to geography, history, art, music, math, science, language, or literature.</p> <p>IL.IC.4. I can ask and answer questions on familiar topics to keep a conversation going.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can ask additional questions to get more information. I can give more information to explain something I did. I can ask for and give examples to explain something further. <p>IL.IC.5. I can meet my basic needs in everyday situations.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can ask for help at school, work, or in the community. I can make an appointment or reservation by phone. I can arrange for transportation, such as by train, bus, taxi, or a ride with friends. | <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can explain the rules of a game. I can give multi-step instructions for preparing a recipe. <p>IL.PS.4. I can present a short skit or dramatic presentation using a series of sentences.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can act out a children's story. I can act out a proverb or nursery rhyme. <p>IL.PS.5. I can express my opinion on familiar topics using a series of sentences.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can give a presentation about a movie or song that I like. I can express my opinion about a cultural topic. I can express my opinion about something I have learned. I can express my opinion about a current event. | <p>comparing two places I visited.</p> <ul style="list-style-type: none"> I can write a journal entry comparing peoples' physical description and personalities. I can write a short comparison of two characters in a short story. <p>IL.PW.4. I can write questions to obtain and clarify information.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can ask questions in a letter or email, such as where do you live, what do you like to do, what are you doing during the holiday, and can you recommend a good place to eat. I can develop a simple questionnaire, such as inquiring about favorite foods or free-time activities. |
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| <ul style="list-style-type: none">• I can understand folk or familiar fairytales.• I can understand children's stories or simple short stories on familiar topics. | | | | |
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Core Performance Skills: Intermediate-Mid

| Interpretive Listening | Interpretive Reading | Interpersonal Communication | Presentational Speaking | Presentational Writing |
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| Learner Benchmark IM.L I can understand the main idea and many details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages. | Learner Benchmark IM.R I can understand the main idea and many details in texts that contain familiar vocabulary and some details in texts that contain unfamiliar vocabulary. | Learner Benchmark IM.IC I can state my views and carry on conversations on a variety of familiar topics and in uncomplicated situations. | Learner Benchmark IM.PS I can describe experiences, events, and plans, and give opinions, narrate a story, and make a simple factual presentation using connected sentences with many details. | Learner Benchmark IM.PW I can write communications, descriptions, and explanations on familiar topics using connected sentences with many details. |
| Learning Indicators IM.L1. I can understand the main idea and many details of presentations on familiar topics. Sample Learning Targets <ul style="list-style-type: none"> I can understand an introduction, such as at a concert. I can understand the main idea and many details of a short lecture on a topic with which I am familiar. I can understand a short speech on a familiar topic. IM.L2. I can understand the main idea and many details on familiar topics of personal interest presented through media. Sample Learning Targets <ul style="list-style-type: none"> I can watch short cartoons or video clips and identify the main idea and many details. I can listen to a sports commentator and understand the highlights of a game. IM.L3. I can understand the main idea and many details of a short discussion or interview on a familiar topic. Sample Learning Targets | Learning Indicators IM.R.1. I can understand the main idea and many details when reading for personal enjoyment. Sample Learning Targets <ul style="list-style-type: none"> I can understand information accessed from an Internet site. I can understand a description of a television program. I can understand the messages posted on social networks. I can follow directions to play an online game. I can understand articles in popular magazines. I can read short stories, short plays, and poems. IM.R.2. I can understand the main idea and many details when reading familiar articles and texts for information. Sample Learning Targets <ul style="list-style-type: none"> I can understand information about major world events with visual and graphic support. I can follow the results of an election | Learning Indicators IM.IC.1. I can ask and answer a variety of questions about routine personal information in uncomplicated situations. Sample Learning Targets <ul style="list-style-type: none"> I can share preferences on a variety of topics, giving reasons for my preferences. I can exchange information about daily routines. I can exchange information about activities I did or am planning to do. IM.IC.2. I can discuss and solve problems in uncomplicated situations. Sample Learning Targets <ul style="list-style-type: none"> I can request services, such as phone, plumbing, or car repair. I can reschedule an appointment or a date if something comes up. IM.IC.3. I can give and seek personal views and opinions on a variety of familiar topics. Sample Learning Targets <ul style="list-style-type: none"> I can exchange views and opinions about | Learning Indicators IM.PS.1. I can describe plans and actions using connected sentences with many details. Sample Learning Targets <ul style="list-style-type: none"> I can set a goal and tell how I will accomplish it. I can describe my plans for the future. I can describe how to plan and carry out an event, such as a family reunion. IM.PS.2. I can make a presentation on something I have learned using connected sentences with many details. Sample Learning Targets <ul style="list-style-type: none"> I can give a short presentation on a current event. I can give a short presentation on an academic topic. I can give a short presentation on a famous person or cultural landmark. IM.PS.3. I can state my opinion and give supporting reasons using connected sentences with many details. Sample Learning Targets <ul style="list-style-type: none"> I can state whether I agree or disagree | Learning Indicators IM.PW.1. I can write personal communications on familiar topics using connected sentences with many details. Sample Learning Targets <ul style="list-style-type: none"> I can write a letter to a friend or family member. I can write a message or explanation. I can write a response for a blog or chat room. IM.PW.2. I can state my opinion and give supporting reasons using connected sentences. Sample Learning Targets <ul style="list-style-type: none"> I can write about using cell phones at school. I can write about the dress code at school or at work. I can write about the current minimum wage. I can write about an environmental issue. IM.PW.3. I can write a short report on a familiar topic using connected sentences with many details. Sample Learning Targets |

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| <ul style="list-style-type: none"> I can understand a classroom or work discussion, such as discussions on dress codes or attendance policies. I can understand some points of an interview with a famous person, such as a rock star, politician, or actor. I can understand a Web-based presentation, such as a virtual tour of a city or university. <p>IM.L4. I can follow the main idea and many details of a conversation on familiar topics even when the topic changes.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can follow a conversation about plans for the evening when several speakers are talking. I can follow a conversation when individuals talk about past, present, and future events. | <ul style="list-style-type: none"> supported by graphs and charts. I can identify the major ideas in texts related to issues of global importance, such as health and nutrition, environment, and scientific discoveries. I can understand human interest stories and texts related to improving quality of life. <p>IM.R.3. I can understand the main idea and some details when reading narratives, literary selections, and other fictional writings that contain unfamiliar vocabulary.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can predict what may happen. I can follow the chronological actions of a story. I can use details about the historical setting to understand the text. | <p>my favorite celebrity.</p> <ul style="list-style-type: none"> I can exchange views and opinions about my favorite sports team and how they are doing this year. I can exchange views and opinions about the importance of recycling in my community. <p>IM.IC.4. I can start, maintain, and end a conversation on a variety of familiar topics.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can initiate a conversation about my work or school. I can ask for information, details, and explanations during a conversation. I can bring a conversation to a close in an appropriate way. <p>IM.IC.5. I can discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can discuss artists from other countries. I can discuss historical events. I can discuss the procedures of a science project. | <p>with using cell phones at school and give reasons why.</p> <ul style="list-style-type: none"> I can state whether I agree or disagree with the dress code and give reasons why. I can state whether I agree or disagree with the current minimum wage and give reasons why. I can state my opinion about the environment and give reasons why. <p>IM.PS.4. I can tell or summarize a storyline using connected sentences with many details.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can tell a story. I can tell a joke. I can summarize the plot of a movie or TV show. <p>IM. PS.5. I can describe, tell about, and explain personal experiences and give my reaction to them using connected sentences with many details.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can describe a childhood or summer experience and how I felt about it. I can describe a social event that I attended and how I felt about it. I can describe something new I learned and how I felt learning it. | <ul style="list-style-type: none"> I can describe a current event and explain what happened. I can write about an academic topic. I can write about a famous person or cultural landmark. <p>IM.PW.4. I can write a description or explanation of a familiar topic using connected sentences with many details.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can tell and retell simple stories in written form. I can describe a meaningful experience and how I feel about it. I can write about a job and how I feel about it. <p>IM.PW.5. I can write about personal experiences and give my reaction to them using connected sentences with many details.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can narrate or describe a memorable event in a journal or diary. I can write about something I have learned and how I feel about it on a blog. |
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Core Performance Skills: **Intermediate-High**

| Interpretive Listening | Interpretive Reading | Interpersonal Communication | Presentational Speaking | Presentational Writing |
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| Learner Benchmark IH.L I can understand the main points and most details in conversations, presentations, and messages on familiar topics. I can understand the main idea and some details on unfamiliar topics. | Learner Benchmark IH.R I can understand the main idea and most details in texts on familiar topics. I can understand the main idea and many detail in texts on unfamiliar topics. | Learner Benchmark IH.IC I can state and support many of my views and take an active part in discussions. I can handle some complicated situations on familiar topics. | Learner Benchmark IH-PS I can present information on familiar topics with clarity and detail. I can present my viewpoint on an issue and support my opinions. | Learner Benchmark IH.PW I can write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs. |
| Learning Indicators IH.L.1. I can understand factual information about everyday life, study-, or work- related topics. Sample Learning Targets <ul style="list-style-type: none"> I can understand factual information and details presented in a speech, a lecture, or presentation on familiar and some unfamiliar topics, such as the environment, the cost of gas, or current music artists. IH.L.2. I can identify the main idea and most details on familiar topics presented through media. Sample Learning Targets <ul style="list-style-type: none"> I can follow the plot and most details in a feature-length film. I can follow information presented on radio, TV, or Internet. I can follow a recorded story on a familiar topic. IH.L.3. I can identify the main idea and some details from discussions and interviews on familiar topics. Sample Learning Targets | Learning Indicators IH.R.1. I can understand the main idea and many details in texts that contain unfamiliar vocabulary when reading for enjoyment. Sample Learning Targets <ul style="list-style-type: none"> I can follow the plot and many details in a bestselling novel. I can understand factual information in a news or cultural magazine. I can understand information in newspapers. I can interpret online texts that contain unfamiliar topics. IH.IR.2. I can understand the main idea and many details of texts that contain unfamiliar vocabulary when reading for information. Sample Learning Targets <ul style="list-style-type: none"> I can understand messages from various professional communications. I can follow the details of a written discussion. I can interpret information obtained from news sources. | Learning Indicators IH.IC.1. I can express degrees of emotion and respond appropriately to the emotions of others. Sample Learning Targets <ul style="list-style-type: none"> I can express satisfaction or dissatisfaction, and respond appropriately to others. I can express appreciation and gratitude, and respond appropriately to others. I can express sadness and joy, and respond appropriately to others. I can express frustration, confusion, or anger, and respond appropriately to others. I can react to the emotions of others in culturally appropriate ways. IH.IC.2. I can exchange detailed information related to areas of mutual interest. Sample Learning Targets <ul style="list-style-type: none"> I can ask for and provide details about specific events. | Learning Indicators IH.PS.1. I can describe personal experiences and interests with clarity and detail. Sample Learning Targets <ul style="list-style-type: none"> I can describe something I learned from the radio, TV, or Internet. I can summarize an interview I had with someone. I can summarize an experience I had at an art exhibit or concert. I can give a Web presentation on my school, work, or personal activities to an audience in another country. IH.PS.2. I can present my viewpoint on an issue and support my opinion with clarity and detail. Sample Learning Targets <ul style="list-style-type: none"> I can explain a personal choice or defend a personal decision I have made. I can express and support my opinion on controversial issues. I can tell how my views of other | Learning Indicators IH.PW.1. I can write personal communications on familiar topics and some new topics using connected, detailed paragraphs. Sample Learning Targets <ul style="list-style-type: none"> I can write a detailed letter to a friend or family member, narrating the latest news in my life. I can write an explanation or detailed message regarding a particular event. I can write a story about something that happened to me. I can write a journal entry. IH.PW.2. I can state my viewpoint and give supporting reasons using connected, detailed paragraphs. Sample Learning Targets <ul style="list-style-type: none"> I can write a review of a play, movie, book, or concert. I can give advice on how to deal with a problem. I can write a letter to the editor about a current world or local |

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| <ul style="list-style-type: none"> I can follow the main points and some details of a political debate. I can follow a theatrical performance. I can follow a discussion on a topic of general interest. | <ul style="list-style-type: none"> I can research topics for school and work. <p>IH.R.3. I can understand the main idea and many details in narratives, literary selections, and other fictional writings that contain unfamiliar vocabulary.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can understand the development of characters. I can identify the author's point of view and intent. I can recap the plot of folktales and other traditional texts. I can compare and contrast events. <p>IH.R.4. I can understand many different types of texts that contain unfamiliar vocabulary.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can interpret many details in technical manuals. I can understand and identify the main idea and many details on Internet sites related to my interests that contain unfamiliar vocabulary. | <ul style="list-style-type: none"> I can ask for and provide details about a hobby or lifestyle, such as bicycling, vegetarianism, or collecting stamps. <p>IH.IC.3. I can ask for, follow and give directions in some complicated situations.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can complete a complicated task that requires multiple steps. I can ask for and follow complicated directions to get from one place to another. <p>IH.IC.4. I can express and support my opinions and make recommendations on a variety of topics in culturally appropriate ways.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can agree and disagree with others' opinions and give reasons for my position. I can discuss information and opinions on social, professional, or academic topics. | <p>cultures have changed.</p> <p>IH.PS.3. I can provide information on academic and work topics with clarity and detail.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can express ideas about something I have learned, such as an historical event, a famous person, or a current environmental issue. I can explain a series of steps needed to complete a task, such as for an experiment. I can explain to someone who was absent what we did recently in class or on the job. I can talk about the past and present political relationships between countries. <p>IHPS.4. I can describe past, present, and future events with clarity and detail.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can relate a memorable personal event. I can make a presentation about the past, present, and future of a country or region. I can make a presentation about the history, current status, and future of a school, organization, or company. I can describe my dreams, hopes, and ambitions in a job interview. | <p>community issue.</p> <p>IH-PW.3. I can write a report using connected, detailed paragraphs.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can describe an academic report, such as a lab report, a literary analysis, or a geographical comparison. I can write a job report, such as a project update or an evaluation. <p>IH.PW.4. I can write descriptions or narratives in the present, past, and future, using connected, detailed paragraphs.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can write a story. I can write a job description. I can summarize a story or an article that I have read. I can write about a past or current event. I can write a prediction about something that may happen in the future. <p>IH.PW.5. I can provide an explanation using connected, detailed paragraphs.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can defend a recent decision I made or explain an action I took. I can explain to someone who was absent what we did recently in class or on the job. I can explain a series of steps needed to complete a task, such |
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| | | | IH.PS.5. I can narrate a story and describe my reactions with clarity and detail. Sample Learning Targets <ul style="list-style-type: none"> I can tell what happened in a book or film and why I liked it or not. I can describe a conflict I had with a friend or colleague and how I tried to resolve it. | as an experiment. |
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Core Performance Skills: **Advanced-Low**

| Interpretive Listening | Interpretive Reading | Interpersonal Communication | Presentational Speaking | Presentational Writing |
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| Learner Benchmark AL.L I can understand some extended speech on unfamiliar topics delivered through a variety of media. | Learner Benchmark AL.R I can usually understand viewpoints and attitudes expressed in literary and non-literary texts. | Learner Benchmark AL.IC I can communicate with a fair amount of fluency and spontaneity on familiar topics, even in complicated situations. I can link ideas in extended discussions. I can participate actively in most informal and a few formal conversations. | Learner Benchmark AL.PS I can deliver a clear, organized presentation appropriate to my audience on a variety of topics. | Learner Benchmark AL.PW I can express ideas on a variety of topics in clear, organized texts. I can adjust my writing for some audiences. |
| Learning Indicators AL.L.1. I can understand main ideas and most details on unfamiliar topics that are presented through media. Sample Learning Targets <ul style="list-style-type: none"> I can interpret main ideas and detailed information from public announcements. | Learning Indicators AL.R.1. I can understand the main idea and most details from literary texts on unfamiliar topics. Sample Learning Targets <ul style="list-style-type: none"> I can identify the target audience in a variety of texts. I can understand supporting details in a | Learning Indicators AL.IC.1. I can express my ideas and opinions when engaged in lengthy conversation. Sample Learning Targets <ul style="list-style-type: none"> I can express my ideas and opinions about family and home, such as sibling rivalries and ideal | Learning Indicators AL.PS.1. I can deliver a short presentation on many social, academic, or work topics with appropriate complexity for my audience. Sample Learning Targets <ul style="list-style-type: none"> I can explain the purpose of a work or school assignment. I can explain why I | Learning Indicators AL.PW.1. I can write well-organized essays, summaries, and reports on a broad range of topics. Sample Learning Targets <ul style="list-style-type: none"> I can write summaries in connected, detailed paragraphs on topics, such as books or articles I have read, |

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| <ul style="list-style-type: none"> I can understand main ideas and most details in entertainment and sports reports. I can identify the plot and most details of a feature-length movie, play or documentary on unfamiliar topics. I can follow the main points and most details of a new television program, such as a sitcom or a soap opera. <p>AL.L.2. I can follow presentations on some unfamiliar topics.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can take notes while listening to an academic lecture. I can interpret the main points and most details of a debate. I can summarize the main points and most details of two people expressing different views. <p>AL.L.3. I can follow informal conversations or interviews.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can interpret an anecdote and relate most of the details about its context. I can understand some slang expressions heard in conversations. I can interpret some slang expressions heard in interviews. | <p>variety of texts.</p> <p>AL.R.2. I can understand articles in non-literary texts on unfamiliar topics.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can follow articles on entertainment and sports. I can understand articles from news periodicals. I can take notes on an academic article or report that I have read. I can understand articles on topics, such as party platforms and economic development. <p>AL.R.3. I can recognize the intent of an author and purpose of the literary work.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can understand the intent of a narrator or character in fictional texts. I can interpret actions, relationships, and motives of characters in novels and short stories. <p>AL.R.4. I can recognize the intent of an author and purpose of a non-literary work.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can understand the intent of an author in non-fictional texts. I can interpret the premise of an author in non-fictional texts. | <p>location for a house.</p> <ul style="list-style-type: none"> I can express my ideas and opinions about school or work, such as interesting educators I've known or colleagues who are helpful. I can express my ideas and opinions about current events or public interest topics, such as healthcare or recycling efforts. I can talk about my hobbies and interests, such as my favorite exercises, nutritious alternatives to fast food, or surfing the Web. I can talk about an issue of public concern at a formal gathering, such as general trends in the housing market or the economy. <p>AL.IC2. I can engage comfortably in extended conversations and discussions on a wide variety of topics related to my daily life.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can discuss work-related topics, such as personnel and sick leave policies. I can discuss academic topics about which I am learning. I can converse about my leisure activities and hobbies. I can converse about a current issue at a formal gathering, such as leash laws, | <p>believe something I studied is important.</p> <p>AL.PS.2. I can explain my viewpoint on an issue of interest, giving advantages and disadvantages of various options.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can describe why I am for or against a particular political issue. I can play devil's advocate and support an idea I oppose during a debate. I can give a presentation promoting an event or product. I can explain how my views of others cultures have changed. <p>AL.PS.3. I speak using different time frames and appropriate mood with good control.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I narrate an event as it happens, such as action in a sporting event or a fashion show. I can present to my classmates on a historical event or environmental issue. I can present a summary of an action plan or annual report for a community organization or work group. <p>AL.PS.4. I can adapt my presentation to a specific audience.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can explain to | <p>and films I have seen.</p> <ul style="list-style-type: none"> I can write factual descriptions about events that happened to my family or friends, such as ruined vacations or car accidents. I can write essays using combined sentences in connected paragraphs about school or work, such as dress code issues, bullying, and workplace rivalries. I can write reports on familiar topics, such as historic events, environmental issues, and current events. <p>AL.PW.2. I can write using different time frames and appropriate mood with good control.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can write about future predictions using emotions appropriate to topics, such as economic trends and recycling efforts. I can write about events at school or work that happened in the past. I can express my emotions by writing about experiences with family and friends. <p>AL.PW.3. I can accurately use some idiomatic and culturally authentic expressions in writing.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can write about current hobbies and |
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| | | <p>school dress codes, drinking age, or speed limits.</p> <p>AL.IC.3. I can communicate even when unpredictable situations arise in a familiar context.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can explain myself further when someone unfamiliar with the topic doesn't understand what I mean. • I can handle a situation related to travel, such as missing a plane or train. • I can explain myself to friends who disagree with me. • I can explain why I unexpectedly was late to class or absent from work. <p>AL.IC.4. I can conduct or participate in interviews.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can interview for a job or service opportunity related to my field of expertise. • I can participate in an interview about my hobbies and interests. • I can ask questions and probe for details when interviewing others for a job or service opportunity related to my field of expertise. • I can ask questions or probe for details when interviewing others about their hobbies or interests even when they are unrelated to | <p>children in the target country why we celebrate Halloween or other holiday.</p> <ul style="list-style-type: none"> • I can deliver a presentation on a particular topic, such as party platforms, local economic development, or security issues, to colleagues, politicians, or government officials. • I can explain challenges to my colleagues in school or work place, such as dealing with difficult people or seeking financial aid. • I can narrate a story adjusting complexity appropriate to members of the audience. • I can change the tone of my presentation to fit the situation, such as light or serious. | <p>interests using some idiomatic expressions.</p> <ul style="list-style-type: none"> • I can write bout comparing cultural issues using appropriate authentic expressions. • I can express my personal opinions by writing about events that will affect my future, such as the cost of postsecondary education or healthcare. <p>AL.PW.4. I can usually write using style, language, and tone appropriate to the audience and purpose of the presentation.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can create a presentation on topics, such as school lunches and nutrition issues, using a writing style that reflects the appropriate tone depending on the audience. • I can write a narrative that reflects the purpose of the presentation, such as current issues at school. • I can write a report on topics, such as harassment in the workplace. <p>AL.PW.5. I can write about most topics even when I do not know a specific word or phrase.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write a routine social correspondence, such as a letter, invitation, or email, using |
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| | | my own. | | connected, detailed paragraphs and complex structures. |
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Core Performance Skills: **Advanced-Mid**

| Interpretive Listening | Interpretive Reading | Interpersonal Communication | Presentational Speaking | Presentational Writing |
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| Learner Benchmark AM.L I can understand most spoken language and some technical discussions. I can understand some accents and dialects. | Learner Benchmark AM.R I can easily understand long, complex texts and recognize some literary and technical topics. | Learner Benchmark AM.IC I can express myself with fluency and flexibility on a range of familiar and some new topics, including concrete social, academic, and professional topic. I can take an active role in most formal and informal discussions. I can express and defend my viewpoint or recommendations on a variety of topics. | Learner Benchmark AM.PS I can deliver a clearly articulated presentation on personal, academic, or professional topics. | Learner Benchmark AM.PW I can write detailed texts on a broad variety of concrete social and professional topics. |
| Learning Indicators AM.L.1. I can understand most presentations even when idiomatic, technical, or slang expressions are used. Sample Learning Targets <ul style="list-style-type: none"> I can understand main points and most details of discussions on scientific, legal, medical, technological or financial topics. I can understand most songs, even those with many idiomatic and slang expressions. AM.L.2. I can understand the underlying meaning of culturally authentic expressions. Sample Learning Targets <ul style="list-style-type: none"> I can interpret the meaning of idiomatic expressions heard in movies, television, and other forms of media. I can follow banter heard in talk shows and interviews. AM.L.3. I can understand and describe the points of view of | Learning Indicators AM.R.1. I can obtain information, ideas, and opinions from a range of lengthy and complex texts. Sample Learning Targets <ul style="list-style-type: none"> I can understand main ideas and most details in non-fiction texts. I can summarize the main points and most details of editorials expressing opposite positions. AM.R2. I can understand information and opinions from specialized sources. Sample Learning Targets <ul style="list-style-type: none"> I can summarize information from academic journals or business publications. I can summarize stated or implied attitudes and opinions from historical, political, and scientific texts. I can interpret and restate the editorialist's | Learning Indicators AM.IC.1. I can speak fluently, accurately, and effectively about a wide variety of events that occur in the present, past, and future. Sample Learning Targets <ul style="list-style-type: none"> I can give a clear and detailed story about childhood memories, such as what happened during vacations or memorable events. I can give clear descriptions about cultural events. I can talk about present challenges in my school or work life, such as paying for classes or dealing with difficult colleagues. I can discuss future plans, such as where I want to settle down or what I will be doing in the next few years. AM.IC.2. I can support my opinions clearly and precisely. Sample Learning Targets | Learning Indicators AM.PS.1. I can describe with ease and detail topics related to home, school, work, leisure activities, and personal interests. Sample Learning Targets <ul style="list-style-type: none"> I can describe the work and value related to my profession. I can present a full account of my activities on a recent trip. I can describe in detail an art work I created for a class. AM.PS.2. I can narrate with ease and detail events of current, public, or personal interest. Sample Learning Targets <ul style="list-style-type: none"> I can recount the details of a historical battle or event. I can narrate in detail the action of my favorite film or book. I can describe in detail an event that took place as part of | Learning Indicators AM.PW.1. I can write detailed texts on a broad variety of concrete and professional topics. Sample Learning Targets <ul style="list-style-type: none"> I can express and defend my viewpoints in well-written texts on social and academic topics, such as healthcare and effective use of technology in the classroom. I can write narratives about professional topics that are relevant to me, such as past experiences in the workplace or present and future job market opportunities. I can write clear, detailed descriptions of a factual nature, such as cultural events, college experiences, or workplace issues. I can write straightforward summaries on a |

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| <p>an emotionally-charged discussion.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can summarize the main points and most details of people expressing different views in political debates. • I can summarize the points of view heard in arguments. • I can summarize the points of those engaged in discussing religious beliefs. | <p>perspective.</p> | <ul style="list-style-type: none"> • I can explain advantages and disadvantages of various courses of action, such as whether to rent or buy a place to live. • I can participate in technical discussions in my field. • I can participate in a book discussion. <p>AM.IC.3. I can use a variety of idiomatic and culturally authentic expressions appropriately.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can use expressions and colloquialisms related to insults and praise. • I can use expressions and colloquialisms related to emotions and feelings. • I can use expressions and colloquialisms to describe attributes. • I can use expressions and colloquialisms to exaggerate. <p>AM.IC.4. I can exchange general information on many matters outside my fields of interest.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can exchange general information about my community, such as demographic information and points of interests. • I can exchange general information about leisure and travel, such as the world's most visited sites or most beautiful places to visit. | <p>our city celebration or other celebration.</p> <ul style="list-style-type: none"> • I can tell children a scary story. <p>AM.PS.3. I can communicate my ideas on a variety of topics with accuracy, clarity, and precision.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can present on many concrete and some abstract topics with fluency and flexibility. • I can describe detailed steps I took in an experiment. • I can give an accurate description of something I witnessed. • I can clearly communicate new ideas that I have about a work project. <p>AM.PS.4. I can speak clearly and fluidly with consistent control of time frames and mood.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can relate a dream I had and the real and imagined emotion experience. • I can defend a viewpoint on an academic or professional issue. • I can give clear descriptions about cultural events that are about to happen or have happened in my city, state or country. • I can present an action plan or annual report for a community | <p>range of familiar and some new topics, such as novels, business articles, or documentaries.</p> <p>AM.PW.2. I can write clearly and fluidly, with consistent control of time frames and mood.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can relate a dream I had and the real and imagined emotions experienced. • I can write about events of past personal relevance in major time frames, such as the first day of school, or the day I had my first car accident. • I can write about future plans in great detail, such as career choices and travel plans. • I can write about global events, such as the Olympics, sports, and the economy with good organization and cohesiveness. <p>AM.PW.3. I can incorporate many idiomatic and culturally authentic expressions in my writing with ease.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write for a school/university newspaper reporting about a concert and complaining about the poor acoustics. • I can write a letter to an insurance company capturing the essence of a car accident that I |
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| | | <ul style="list-style-type: none"> I can exchange general information about social and environmental issues, such as the influence of mass media on society or government policies. I can exchange general information about political and business issues, such as types of government or economies. <p>AM.IC.5. I can handle a complication or unexpected turn of events.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can return or exchange a purchase when a vendor makes a mistake or when parts are missing. I can clear up a major work place misunderstanding in a culturally appropriate manner. I can rearrange my itinerary, such as flights, pick-up times, and appointments when I experience travel delays. | <p>organization or work group.</p> <p>AM.PS.5. I can adapt my presentation to meet unexpected needs.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can rephrase or explain things in a similar way when I notice my audience does not understand me. I can explain something using a simple analogy. I can adapt a presentation on a professional topic to a general audience's level of understanding. <p>AM.PS.6. I can incorporate some appropriate idiomatic and culturally authentic expression in my presentation with ease.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can easily express my viewpoints using expressions appropriate for the target language and culture. I can incorporate the appropriate expressions according to audience and formality of setting. | <p>witnessed.</p> <ul style="list-style-type: none"> I can easily express my personal viewpoints using expressions appropriate for the target language and culture. <p>AM.PW.4. I can adapt my writing to a variety of audiences, such as editorial readers, professionals, and the general public.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can write a letter to my boss explaining why I missed an important meeting due to a delay at the airport. I can write a summary of the results of a survey in narrative form. I can review a movie for a variety of publications adjusting the content as guided by the readership. <p>AM.PW.5. I can sustain and justify opinions and arguments in writing.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can write an editorial supporting the establishment of a sustainability committee on a university campus. I can write a letter to an airline official delineating the rude and unprofessional behavior of an airline employee. I can write a letter of recommendation for a student or peer for a scholarship or financial aid to |
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| | | | | support his/her studies. |
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Core Performance Skills: **Advanced-High**

| Interpretive Listening | Interpretive Reading | Interpersonal Communication | Presentational Speaking | Presentational Writing |
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| Learner Benchmark AH.L I can clearly understand extended speech and short lectures, even when somewhat complicated. I can understand most forms of media with little effort. | Learner Benchmark AH.R I can understand abstract and linguistically complex texts. I can make appropriate inferences and identify literary elements. | Learner Benchmark AH.IC I can express myself with fluency, flexibility, and precision on concrete and some abstract topics. I can adapt my language in most situations. | Learner Benchmark AH.PS I can deliver a clear and fluid presentation and appropriately respond to the audience. | Learner Benchmark AH.PW I can express myself with fluency and precision on concrete and abstract topics. I can adapt my writing style according to purpose and audience. |
| Learning Indicators AH.L.1. I can understand the speaker's perspective, tone and style expressed through a variety of media. Sample Learning Targets <ul style="list-style-type: none"> I can understand ideas and emotions expressed in a dramatic dialogue or monologue. I can understand tone and style in parody and satire. I can understand varying viewpoints heard in news broadcasts. AH.L.2. I can understand viewpoints heard in a variety of situations. Sample Learning Targets <ul style="list-style-type: none"> I can interpret the positions of multiple speakers in political roundtable discussions. I can recap the commentator's perspective. I can understand the speaker's intent even when high degrees of subtlety and nuance are used. AH.L.3. I can understand films | Learning Indicators AH.R.1. I can understand most texts even when idiomatic, technical, or slang expressions are used. Sample Learning Targets <ul style="list-style-type: none"> I can understand most idiomatic and slang expressions in fiction. I can understand ideas and emotions expressed in a written dramatic dialogue or monologue. I can understand most idiomatic and slang expressions in non-fiction texts. AH.L.2. I can detect and interpret hidden meaning and recognize tone and subtlety in fictional works. Sample Learning Targets <ul style="list-style-type: none"> I can understand tone and style in parody and satire. I can interpret literal and abstract ideas conveyed in non-fiction texts and narratives. | Learning Indicators AH.IC.1. I can convey finer shades of meaning with relative ease by using a wide range of expressions to qualify statements. Sample Learning Targets <ul style="list-style-type: none"> I can convey degrees of support or disagreement with another's point of view, such as I can agree with you on most of your points, and I can explain the areas where I disagree. I can convey degrees of sympathy or empathy. I can convey degrees of anger or frustration. I can convey degrees of approval or enthusiasm. AH.IC.2. I can discuss complex information in debates or meetings. Sample Learning Targets <ul style="list-style-type: none"> I can put forth and react to other's complex ideas during a business discussion. I can put forth and react to other's | Learning Indicators AH.PS.1. I can communicate with great accuracy, clarity, and precision on many concrete and abstract topics. Sample Learning Targets <ul style="list-style-type: none"> I can speak with confidence about the details and value of an experiment I have performed. I can present a detailed, supported argument about the need for alternative energy sources or other environmental topic. I can clearly present a particular political viewpoint. I can present an accurate and precise narrative or description about cultural influences on society. I can sustain an argument about the environment and support my opinion with details. AH.PS.2. I can present and defend a viewpoint on an academic or professional issue. Sample Learning Targets <ul style="list-style-type: none"> I can deliver a | Learning Indicators AH.PW.1. I can create well-structured and easily readable reports, summaries, or articles on complex topics. Sample Learning Targets <ul style="list-style-type: none"> I can write clear, structured explanations about some complex topics familiar to me and underline the important issues, such as an editorial to support a political candidate, or the review of a movie. I can support and elaborate points of view at some length providing both rationale and examples, such as my choice of career or academic studies. I can access appropriate resources and compose a letter, report, or article on topic relevant to me. I can adjust my written messages according to my audience, such as business letters, reports, and executive |

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| <p>on historical, political, or scientific topics.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can analyze the content of various presentations on academic topics. • I can analyze presentations on legal, medical, technological, or financial topics. | | <p>complex ideas during a discussion to solve a community issue.</p> <ul style="list-style-type: none"> • I can participate actively and react to others appropriately in academic debates, providing some facts and rationale to back up my statements. • I can participate actively in a friendly political debate. <p>AH.IC.3. I can exchange complex information about academic and professional tasks.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can exchange complex information about my academic major, such as why I chose the field, course requirements, projects, internship opportunities, and new advances in my field. • I can exchange complex information about my work responsibilities, such as the hiring process, my work schedule, the nature of my tasks, how I interface with other employees, opportunities for advancement, and new directions in my field. • I can exchange complex professional or academic information to engage in collaborative work with my counterparts in different regions or countries. <p>AH/IC.4. I can provide</p> | <p>detailed and well-organized presentation about a topic that I have studied, such as modern art or immigration.</p> <ul style="list-style-type: none"> • I can present complex information about my work responsibilities, such as the hiring process, the nature of my tasks, how I interface with other employees, opportunities for advancement, and new directions in my field. • I can defend an action taken by someone, such as an elected official, a well-meaning youth, or policeman. • I can speak at length about a point of view using statistics, examples, and facts. <p>AH.PS.3. I can consistently adapt a presentation to a variety of audiences.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can adapt a presentation on why language learning is important to different audiences, such as professionals and the general public. • I can switch from informal to formal speech when speaking to a mixed group. • I can use technical language or jargon targeted to a particular audience. • I can simplify my speech for younger or | <p>summaries.</p> <ul style="list-style-type: none"> • I can participate in a face-to-face meeting and record a summary of the discussion that is forwarded to meeting participants. <p>AH.PW.2. I can write about some abstract topics with precision and detail.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write an article about an issue important to me, such as the role of voting in a democracy. • I can synthesize information and arguments from a number of sources to support a report on topics, such as health care, nutrition, or exercise. • I can write an essay articulating my beliefs, such as the importance of family, friendship, or relationships. • I can fill out a hotel survey and describe in detail the inadequate service and lack of cleanliness in the room/hotel. <p>AH.PW.3. I can incorporate idiomatic and culturally authentic expressions in my writing with ease.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can request a letter of recommendation using the appropriate greetings, transitions, and closing for a variety of audiences, such as friends, |
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| | | <p>structured arguments and develop and support hypotheses, working around occasional difficulties.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can give a supported argument about work-related processes that would benefit me and my employer. • I can give a supported argument about the need for alternative energy sources. • I can give a supported argument about my political views. • I can give a supported argument about cultural influences on society. <p>AH.IC.5. I can exchange detailed information on matters within and beyond my fields of interest.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can exchange detailed information about my home, work, and leisure life. • I can exchange detailed information on how one's worldview influences one's adaptation to new culture. • I can exchange detailed information about humanity's influence on the environment. • I can exchange detailed information on technological advances. | <p>less informed audiences.</p> <p>AH.PS.4. I can use paraphrasing, circumlocution and illustration to make myself more clearly understood.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can provide examples of civil liberties when I give a presentation about democracy in America or other topic of interest to me. <p>AH.PS.5. I can use language that fully reflects the nuances of the target culture.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can present clearly and fluidly, with consistent control of time frame and mood. • I can incorporate many idiomatic and culturally authentic expressions in my presentation. • I can align my language and gestures to reflect cultural tradition and respect for cultural perspectives. | <p>relatives, teachers, and business associates.</p> <ul style="list-style-type: none"> • I can write a cover letter for a job application and compose a resume that reflects the appropriate degree of formality as well as language. • I can provide critical feedback on a paper regarding strengths and weaknesses of the paper. • I can inform and complain to a company that the product shipped to me was defective and request compensation for the inconvenience this has caused. • I can write an editorial including the appropriate culturally authentic expressions. <p>AH.PW.4. I can write a narrative about an experience in a clear, fluent style, appropriate to the genre.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write personal texts, such as poems and essays, using language and style appropriate to the genre. • I can compose personal imaginative texts, such as a film or drama script, following established conventions of the genre. • I can write a clear, well-structured report supporting my point of |
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| | | | | view at some length with supporting reasons and examples as well as appropriate conclusion. |
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Core Performance Skills: **Superior**

| Interpretive Listening | Interpretive Reading | Interpersonal Communication | Presentational Speaking | Presentational Writing |
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| Learner Benchmark S.L I can understand any kind of spoken language, including most accents and dialects/ | Learner Benchmark S.R I can understand with ease virtually all forms of written language. | Learner Benchmark S.IC I can effectively and consistently use language for all purposes. I can take part effortlessly in any conversation or discussion. | Learner Benchmark S.PS I can deliver a presentation for a variety of purposes in a style appropriate to any type of audience. | Learner Benchmark S.PW I can effectively and consistently express myself in a variety of styles for academic and professional audience and purposes. |
| Learning Indicators S.L1. I can follow the essentials of complex extended discourse in academic and professional settings. Sample Learning Targets <ul style="list-style-type: none"> I can fully synthesize arguments and supporting details of discussions on scientific, legal, medical, technological, or financial topics. I can discern fine points of detail, including the relationship between speakers, implicit attitudes, and unspoken cultural conventions. S.L.2. I can analyze cultural references and make inferences within the cultural framework of the language. Sample Learning Targets <ul style="list-style-type: none"> I can identify and interpret changes in the level of formality in a conversation or presentation. I can distinguish subtleties in discourse based on cultural | Learning Indicators S.R1. I can analyze the primary argument and supporting details in written texts. Sample Learning Targets <ul style="list-style-type: none"> I can discern fine points of detail, including literary devices, such as allusions, metaphors, and symbols, and analyze their functions. I can analyze the argument in complex, issue-specific narratives. S.R.2. I can synthesize information from technical and literary sources. Sample Learning Targets <ul style="list-style-type: none"> I can fully synthesize arguments and supporting details of discussions on scientific, legal, medical, technological, or financial conventions. I can analyze cultural references and make inferences within the cultural framework of the language. | Learning Indicators S.IC.1. I can participate with ease in complex discussions with multiple participants on a wide variety of topics. Sample Learning Targets <ul style="list-style-type: none"> I can participate in an in-depth academic discussion with other students and educators who share my knowledge of the topic. I can participate in a formal business meeting where detailed processes or contractual arrangements are being discussed. I can skillfully relate my contributions to conversations about issues, such as foreign policy, healthcare, or environmental and economic concerns to those made by other speakers. I can negotiate confidently in a high-stakes situation on behalf of my employer or organization. | Learning Indicators S.PS.1. I can give a clearly articulated, well- structured presentation on a complex topic. Sample Learning Targets <ul style="list-style-type: none"> I can review a historical movie or novel examining its authenticity to historical facts I can give a persuasive speech on a particular current issue challenging listeners to see multiple perspectives. I can convey finer shades of meaning when speaking about a general, personal, professional, or academic topic. I can give a well-structured lecture for a variety of purpose to achieve an intended outcome. I can provide a good balance of clear explanations and detailed examples on a complex topic. S.PS.2. I can adapt my presentation to reflect attitudes | Learning Indicators S.PW.1. I can write a well-structured critical review of a paper, project, or cultural event, giving reasons for my opinion. Sample Learning Targets <ul style="list-style-type: none"> I can write clear, fluid and complex text in a style and structure that allows the reader to discern the important points, such as an analysis of Generation X, Y, or Z and the implications for societal norms and behavior. I can write a review of a historical movie or novel examining the content and its authenticity as regards to historical fact. I can write persuasive texts that challenge readers to see multiple perspectives of a complex issue, such as global warming. S.PW.2. I can write a report based on research I have carried out, summarize the opinions of others, and analyze |

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| <p>norms.</p> | | <ul style="list-style-type: none"> I can participate effectively in either role in a high-stakes interview. <p>S.IC.2. I can tailor my language to any audience.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can tailor my language to peers to engender collegiality and team-building. I can tailor my language to superiors to show respect, yet portray competence. I can tailor my language to subordinates to facilitate work processes and reinforce my authority. I can adapt the sophistication of my speech to the level of the people with whom I am speaking, such as to a child, a knowledgeable adult, or an expert in my field. I can pull from a variety of accents and dialects to create dramatic effect tailored to different audiences. <p>S.IC.3. I can speak with ease on almost all topics, using appropriate regional and colloquial expressions.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can speak the standard dialect of an educated individual in formal situations. I can color my speech with regional and colloquial expressions in informal settings to | <p>and culture of the audience.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can use a good range of idioms and culturally authentic expressions in my presentation. I can connect with my audience by incorporating local and regional expressions in my speech, such as describing a local custom or event. I can adjust my tone and expressions to reflect language and attitudes of the local population. I can integrate the language and culture of the audience to whom I am speaking easily into my speech. I can gauge the level of comprehension of my audience and readjust my presentation's content or style. <p>S.PS3. I can present fluently and with ease in a variety of settings.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can deliver a speech fluently and with ease when speaking to a variety of audiences. I can use appropriate language for playful purposed in an informal setting, including humor, irony, or satire. I can use subtle nuances in relating experiences that may be difficult to | <p>detailed information and facts.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can write a literature review of an academic topic synthesizing the various perspectives and make conclusions regarding the contributions of this scholarship on the knowledge in the field. I can read the research reports of others and provide a written analysis of the strength and weaknesses of such research. I can produce clear, fluid, well-structured writing, such as academic papers, written speeches, and publishable letters, using connectors and cohesive devices. I can hear a lecture or presentation and write an analytical review of the content. <p>S.PW.3. I can incorporate national and regional idiomatic and culturally authentic expressions in my writing.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can connect with my audience by incorporating local and regional expressions in my writing, such as describing a particular local custom or cultural event. I can adjust my written expression to reflect language, details, opinions, and |
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| | | <p>relate appropriately to people with whom I am speaking.</p> <ul style="list-style-type: none"> I can communicate effectively while volunteering with groups that are culturally, linguistically, and/or socio-economically different from my own. I can infuse regional and colloquial expressions into my speech to add humor, sarcasm, or irony into my speech. <p>S.IC.4. I can speak make and defend recommendations in business, scientific, academic, or social contexts.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can explain and support my opinions in an academic setting, such as collaborating with other students on a project, prioritizing staffing hires, or determining research agendas. I can explain and support my recommendations in a social gathering, such as co-planning travel with friends, deliberating on the focus for a non-profit organization, or weighing the advantages and disadvantages of various technologies. I can explain and support my opinions related to a business venture, such as | <p>describe.</p> <ul style="list-style-type: none"> I can demonstrate a broad range of vocabulary on a variety of general, persona, professional, and academic topics. <p>S. PS.4. I can depart from the prepared text of my presentation and respond to points raised by the audience.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can speak extemporaneously to clarify or expand on points in a presentation. I can fill in gaps to address the audience's lack of knowledge on a particular topic. I can restructure my presentation to reflect a particular point of view. I can effortlessly reformulate what I want to say when interrupted or misunderstood. | <p>attitudes of the local population.</p> <ul style="list-style-type: none"> I can integrate the language and culture of the audience for which I am writing, such as for a newspaper article about a local cultural event, its origins, its traditions and its meaning for the local population. <p>S.PW.4. I can express myself in a consciously ironical, ambiguous, and humorous way.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can use language for playful purposes, such as creating newspaper headlines, ad campaigns, and graffiti. I can write a review of a literary text, a book, or play that entertains the audience while providing a review of this text. I can use a variety of idiomatic expressions, colloquialisms, and connotative language to connect with my readers. I can express subtleties of style and meaning in my writing. <p>S.PW.5. I can write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> I can use subtle nuances in taking a stand or point of view in relating feelings |
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| | | <p>where emerging markets hold promise, what rules and regulations support or impede entrepreneurship, or how management and labor policies might impact the success or failure of a certain venture.</p> <ul style="list-style-type: none"> • I can participate in a formal debate in an academic or professional setting and support my opinions or beliefs with relevant facts. • I can make and defend recommendations regarding a proposal, a product, or a practice of which I have some firsthand experience or knowledge. • I can communicate a personal theory or hypothesis on an academic, scientific, or professional matter and explore alternative possibilities with my peers or colleagues. <p>S.IC.5. I can convey and interpret finer shades of meaning by accurately using language to support my statements and arguments.</p> <p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can convey and interpret finer degrees of support or disagreement with another's point of view, such as "I agree with you on most of your points, but..." | | <p>and experiences that may be difficult.</p> <ul style="list-style-type: none"> • I can qualify opinions and statements in various relations, such as degrees of certainty or uncertainty, belief or doubt, or probability. • I can convey finer shades of meaning in writing about an individual or academic topic, or when analyzing a problem. • I can write a lecture for presentation to a variety of audiences. |
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| | | <ul style="list-style-type: none">• I can convey and interpret finer degrees of sympathy or empathy, such as “I sympathize with your opinions up to a point, but...”• I can convey and interpret finer degrees of anger or frustrations, such as, “I’m angry, but not enough to do anything about it.”• I can convey and interpret finer degrees of approval or enthusiasm, such as “I approve, but only if...”• I can participate in a friendly debate on a socially relevant topic, such as family planning issues or the role of religion in government and defend my opinions and beliefs. | | |
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